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ABSTRACT

The People In Everything (PIE) Program is an attempt to provide humanistic education by involving the total school population in teaching-learning environment improvement. Primarily an inservice program for K-8 teachers, staff and administrators, its objectives are seen as identifying human relations problems and developing the skills to solve them in a staff-team concept. The program is implemented in seven stages: (1) the recognition by a school or community member that the human relations climate can be improved; (2) the agreement of someone in authority that the need exists; (3) meetings of PIE staff, school administrators, school staff, and community leaders to assess needs; (4) application of interpersonal human relations sessions; (5) application of the skills developed in these sessions to develop long and short range goals for individuals, the school and the community in developing interpersonal awareness; (6) the development of programs and practices to be carried out through the school and calandar year to reinforce the human relations program in school and community; (7) evaluation of the year's programs and their modification if necessary. Benefits of the program are seen to be an improvement in morale, improved student learning and development, increased positive attitudes of staff and students toward each other, improved attendance, decreased vandalism and discipline problems, improved programs and facilities, community pride and self-growth. (MB)

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THE PEOPLE IN EVERYTHING PROGRAM

A HUMANISTIC APPROACH TOWARDS EDUCATION

INTRODUCTION

In an address to a mass meeting of teachers in Philadelphia, Dr. Mark Shedd, superintendent of schools, said, "It is the passion and the power of humanity that we seek to expand when we teach reading or math or any school subject. If we divorce school work from the guts and hopes of human beings, we should not be surprised that our students find school gutless, hopeless, and inhuman."

Our schools are made up of human beings. Some old, some young, some learned and some still learning but all are still human beings who are related in needs, hopes, fears, and united in the process of living.

The People In Everything Program, (P.I.E.), was developed from 1972 to 1974 in a K-8 school in Arizona. It was based on a humanistic approach to the teaching-learning process. It was an attempt at creating an atmosphere of humanism in the school, an institution pulsating with life. The main goal was to improve the quality of learning by improving the teaching-learning environment. The main thrust of the P.I.E. Program was the involvement in a positive way of every individual associated with the school. In some respects the People In Everything Program is similar to Community Education in its involvement of people in the school's activities. This concept of involvement is not new to education or any organization that is comprised of people.

Chris Argyris, (1971), well known for his writings in the field

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of business management and organizational development, stated that "A humanistic approach toward people produces a self energizing, dynamically creative organization."

This concept is supported by Schmuck (1973), Golembrewski (1970), Vaill (1971), and others who have studied organizations in business as well as education.

The P.I.E. Program agrees conceptually with Hilfiker (1971), that when the organization is conceived of as a total living organism and approached humanistically from within, positive changes are more likely to occur.

P.I.E. then believes that the school involves each individual in the total school community, the total population of the local community itself and even the colleges and local institutions that deal with the school. All of these groups and individuals make up the school organism. All are involved in the organizational concept of the P.I.E. Program.

The teacher in the P.I.E. Program then has the role as stated by Blumberg and Perry (1971) as one who must deal with the socio-emotional demands of the system, the organizational and human context within which he works. How the teacher deals within this concept is basic to the People In Everything Program.

Many authors have concluded that teacher preparation is lacking in the area of human relations training. Gutsch (1971), Rechert (1970), Sanchez (1968), Garner (1971), and Bills (1964) all concurred that more work is needed in giving teachers the skills needed for practicing good human relations.

The North Central Association (1966), conducted a survey of

teachers to determine if they had received adequate training in human relations. The survey concluded that college courses tended to neglect the teaching of human relations information, values, and attitudes so that teachers were inadequately prepared to deal with situations that arise in the classroom. For this reason, inservice teacher education programs in human relations were urgently recommended.

In a study for the Association of Teacher Educators, Andrew (1972), indicated that the goals and practices needed in educational programs to create more humanistic teachers were still not prevalent in the colleges.

The thrust of the P.I.E. Program where teachers are concerned, is in-service and yet it extends its concepts to students teachers as well. Lansky (1969), measured various types of experience to determine which kind developed consistent change in an individual. His study concluded that a one-shot laboratory training experience, conducted outside the context of the participants' organizational system, is not a very effective tool for initiating and maintaining significant behavior change in the back-home situation.

Along this same line, Bingman (1973), conducted an investigation into the effects of humanistic training on student teachers. He concluded that sequential humanistic programs should be implemented early in the college program. He also felt that humanistic programs should be designed with frequent public school experiences as early as possible in a teacher preparation curriculum.

It was for these reasons that the People In Everything Program developed a continuing relationship with local teacher training institutions that regularly supplied the school with student teachers.

Student teachers were involved in the P.I.E. Program all through their student teaching experience. Students involved in observation/participation programs were also provided with P.I.E. training and concepts.

Perhaps the whole concept of the People In Everything Program is tied into a conclusion of a study by the North Central Association (1960). They concluded that human relations cannot be best taught in a single course, seminar, or workshop. Rather, it needs to permeate an entire institution.

The People In Everything philosophy can permeate any institution that adopts it as a basis for school organization and development.

Inherrent in the beliefs and philosophy of the People In Everything Program is the concept that human relations is the most important aspect of the school's environment. Along with this concept is the belief that positive human relations is carried out best when people, all people in any institution, are involved in a meaningful way in the process that affects them.

OBJECTIVES OF THE PEOPLE IN EVERYTHING PROGRAM:

1. To help interested schools and institutions identify any problems in the area of human relations. To attempt to isolate causes for these problems. To supplement a school's human relations program as it might already exist.

2. To help schools and institutions develop and implement an on-going program of human relations for all its people.

3. To help school personnel develop the competence to deal with people in a positive way. To help teachers gain the skills to work with their students more effectively in small and large groups.

4. To help the total school staff gain an understanding and respect for the staff-team concept. To help improve staff, school and community morale.

5. To help develop a more effective educational program which operates on a human relations approach.

6. To help the staff and community develop the closeness necessary to make education effective.

7. To improve each individual's welf-worth, self-concept, and self-understanding.

8. To develop an on-going program of human relations which can be used as a model for other schools and institutions.

9. To continue research to determine the effectiveness of the People In Everything Program.

10. And finally, to "turn-on" teachers, student teachers, custodians, bus drivers, parents, administrators and board members to the possibilities inherrent in a humanistic approach to education.

SOME OF THE SKILLS AND ABILITIES P.I.E. HELPS DEVELOP

1. Interpersonal communication skills.
2. Listening and other non-verbal communication skills.
3. Self-awareness and valuing techniques.
4. Techniques for diagnosing and problem solving.
5. Establishment of personal and school objectives.
6. Organizational and administrative understanding.
7. Group leadership skills.
8. Creative talents and abilities in all areas.
9. Ability to function as a member of a team in a democratic way.
10. Teaching based on humanistic techniques.

RESULTS AND BENEFITS OF PEOPLE IN EVERYTHING

1. The school and organization will have identified specific human relations problems and also any organizational problems which might exist.

2. School morale will be improved. The community will be more supportive of the schools and more involved in a positive way with the educational program.

3. Improved student learning and development in a humanistic environment. Grades, test scores and other criteria will show marked improvement.

4. School personnel and students will have an improved positive attitude toward each other and will work cooperatively to raise the achievement level of the students.

5. Human relations techniques will bring changes in school procedures and practices.

6. Overall attendance and dropout rates will decrease because students will want to attend a school in which they are accepted and valued.

7. Vandalism, discipline problems and other negative problems will decrease because students and teachers live in an attitude of mutual trust and respect.

8. Facilities, equipment and general educational programs will improve because student, teachers and parents will work together to make their school the "best" possible place for learning and living.

9. Community pride will improve. This will result in a possible reduction of juvenile crime, improvement of neighborhoods from an aesthetic viewpoint, establishment of parks and other facilities and development of a community school concept in education.

10. Each individual involved with the People In Everything Program will become more intune with himself and others around him. He will gain an understanding of the interrelatedness of all things in the great plan of the universe. In other words, he may experience a "spiritual high" which is a part of any true humanistic process.

MEASURES OF EVALUATION DISCUSSED (All the data are approximations based on estimates or records available)

1. Dropout Rate -- At the P.I.E. School the dropout rate for the 7th and 8th grades over a two year period was 0. This included several students 16 years old who were not required by state law to attend school.

2. Attendance of students, teachers, and classified personnel -- This includes tardies, truancies, runaways, period-cuts and all unexcused absences. The two year rate declined 20%. This was especially significant since the enrollment increased 150% over the same period. There was a decrease in excused absences of 10%.

Teachers absences in the P.I.E. School declined 24%.

Classified personnel, even though on a yearly work period, had a decline of 14% in absences.

3. Vandalism -- The vandalism rate at the P.I.E. school declined markedly in the two year period involved. Vandalism was reduced nearly 60% over previous years. This damage was repaired or replaced by the Student Council from work projects involving the student body.

There were no parks or playgrounds in the community other than the school. There were essentially no recreational opportunities or facilities in the community and the school board had no evening or summer program. The local Homeowners Association, merchants and

police agreed that vandalism damage had been reduced in the area although no specific data was available.

4. Delinquent behavior in the community -- Police officials, youth workers, probation officers and others were contacted. A parent survey was conducted and results indicated that the students from the P.I.E. school were involved in minor incidents of infrequent number over the two year period. These officials expressed agreement and support for the P.I.E. philosophy and program. In fact, several had participated in school functions as guest speakers, etc.

A spirit of pride seemed to develop in the community. Student groups had conducted ecology projects, cleanups, can collections, tree plantings, etc. and various neighborhoods also became involved with local self-help projects.

5. Discipline problems at school -- The P.I.E. School experienced a dramatic decline in discipline problems during the two year period. During the last year of the P.I.E. Program, the most serious problem encountered was several boys smoking outside at a school dance. Fights were rare occurrences, and disrespect for teachers was unheard of. This permeated the entire student body and administrators in neighboring schools often visited the P.I.E. school for ideas, because of its outstanding reputation.

6. Parent attendance at P.T.A., Conferences, open houses, etc., and related adult involvement in school activities such as homeroom mothers, field trip chaperones, tutors, recess and lunch volunteer aides, guest speakers, resource persons, etc. -- In the two year period of the P.I.E. Program, parent attendance increased beyond the normal rate usually accompanying an increase in enrollment.

P.T.A. Membership increased 30% with regular attendance at

meetings increasing 40%. Overall attendance at Parent Conference was 76% with Open House and related activities averaging 70%. Since there is no large parking area, cars were parked for blocks around the school area. The school had at least two homeroom mothers for each classroom. The School Board cancelled use of buses for field trips, band contests, all athletic games and all other school activities. Not one trip had to be cancelled and the total number of trips increased 46%, with parents and teachers driving the students to and from all trips. An extremely successful parent tutor program was initiated along with a parent aide program. Parents even rode buses to help the primary students to and from school.

Parent involvement in the school increased over 60% from previous years and this involvement was of a positive, supportive nature.

7. Teacher turnover -- Prior to the P.I.E. Program, staff turnover averaged 40-50%. During the two year period, turnover of teachers was 8-12% and this involved pregnancies and moves out of state.

The same general percentages applied to the turnover of classified personnel during the P.I.E. Program.

Teachers encouraged their friends to apply for positions in the district and the number of applicants for positions increased over the two year period.

8. Parental complaints about school -- Parent complaints were much in evidence prior to the P.I.E. Program but a continued decline in parental complaints of programs and practices developed over the two years of P.I.E. In fact, the parents became involved for the good of the school, getting the board to provide many new services, programs and facilities they were reluctant to do of their own volition.

The greatest number of parental complaints involved the use of four buses for busing over 1,000 students, lack of a kindergarten playground, etc.--all of which were eventually corrected because of parental, teacher, and principal involvement on behalf of the school. The parents and principal constructed a kindergarten playground on Saturdays with funds raised in the Community.

Compliments replaced complaints on the lips of parents. Pride in the school and the community developed.

9. Support for bond elections and other fund raising activities-- The only bond election during the P.I.E. period brought a record number of people to the polls and produced only 3 no votes. This was for the largest bond ever passed in the district. Other fund raising activities such as the school carnival, ice cream social, etc. brought an abundance of volunteers for all areas of work and profits exceeded previous projects in each case. Several new programs and pieces of equipment were provided for the students from these fund raising activities.

10. Student teachers who sought employment at the school -- It was significant that it was during the two year period of the P.I.E. Program that contacts were made with local teacher training institutions and student teaching and observation/participation programs were set up.

Of the student teachers involved with the school, all sought employment with the school. A number of O/P students also expressed a desire to do student teaching at the school.

11. Number of parents initially involved in school activities and programs who continued to volunteer and the number of parents new to the community who became involved with the school -- Prior to the P.I.E. Program approximately 40+ parents were involved in various

volunteer activities at the school during the school year. The first year of P.I.E., approximately 200+ parents were involved in one way or another during the year. The second year, approximately 400+ were involved and this included a large percentage of those who had previously helped in activities at school. This involvement included experiences such as homeroom mothers, tutors, bus chaperones, field trips, duty aides, guest speakers and instructors, work parties, carnival and fund raising projects, health teams, election boards, etc.

12. Number of contacts from inside the community and from adjacent communities with the school program -- This involved community businesses, governmental agencies, visiting school teachers and administrators and others such as reporters, etc. who had heard about the People In Everything Program and were interested in how it worked. The doors of the P.I.E. school were open to everyone to visit and discuss ideas and procedures. Students from local high schools and colleges visited to obtain ideas for human relations activities for their schools and classes. As the school had essentially been a "closed" school, the number of visitors increased significantly under the P.I.E. philosophy and programs.

The school programs and activities were publicized in the state newspapers, T.V. stations and educational publications. This publicity attracted many interested persons as well as developing the pride of everyone involved with the P.I.E. school.

13. Number of awards, publicity and recognition achieved by students, parents, teachers and the school as a whole -- One facet of the P.I.E. Program involves positive response to all involved as much as possible. It was felt that the teachers, parents and students at the school were deserving of much recognition for their efforts and abilities.

During the P.I.E. years, the school received awards from the March of Dimes, U.S. Environmental Protection Agency, Boy Scouts of America, UNICEF, Foundation for the Blind, among others.

It was given the Southwest Regional Community Education Award for its program even though it was not a community school as such. The school was noted in publicity releases by the State Department of Education, NSPRA, and news media in other states.

Several teachers received awards for particular activities and the parents were presented with honors also. The principal of the P.I.E. school received several awards too.

Students at the school placed high in scholastic, music, poetry, creative writing, art, spelling, science, physical fitness, and other school related contests. The athletic teams won the first championships in the school's history.

14. Overall improvement in learning skills as measured by achievement tests and state administered reading tests, honor roll, etc. -- The Metropolitan Achievement tests had been used at this school for a number of years. Prior to the P.I.E. Program the overall grade equivalent was approximately .5 below grade level. The first year of P.I.E., the overall 1-8 grade equivalent was approximately .2 above grade level with the second year showing an overall gain for the whole school of 1.1. This varied from grade to grade and subject to subject but significant improvement was indicated for all grades and subject areas.

In the area of reading, special tests were administered under the direction of the State Department of Education. Test records indicated that the school performed .5 below grade level and following two years of P.I.E., the scores were at or above the grade level.

Honor Roll was started the first year of the P.I.E. Program and this was handled on a positive basis as much as possible. Grades 4-8 were eligible to participate. The first year 20% of the students were on the honor roll and the second year 30% were on the honor roll sometime during the year.

The second year of the P.I.E. Program saw the institution of a chapter of the National Junior Honor Society at the school. Standards were set quite high for this group and 18% of the 7th and 8th graders eligible were inducted into the charter group. This organization was set up to be a service organization and performed many projects during the year.

Teachers improved their teaching abilities as programs of self-evaluation were started. Several teachers developed programs in Reading, Math, Science and Social Studies especially for their classes. One reading project was represented at the state curriculum fair while another reading project spread to several other teachers and other schools. These teachers involved parents and students in the planning, implementation and evaluation of their new program. There were many projects aimed at individualization of instruction, media centers, student contracts, team teaching, etc. Creativity blossomed at all grade levels. Much use was made of parent tutors, aides, resource persons, etc.

Student teachers also appeared to have benefitted from their experience in the P.I.E. Program as each teacher except one received excellent ratings from their college supervisors as to their student teaching performance.

15. <u>General atmosphere of the school as reflected upon by visitors such as teachers, administrators, relatives of students,</u>

and others not directly connected with the school -- This is perhaps subjective in that it cannot be substantiated by statistical data, however the comments, thank-you notes, inquiries, and other verbal and written forms of communication did provide some basis for evaluation.

The vast majority of the communications received indicated positive support for the People In Everything Program. A few administrators expressed amazement at the positive impact on the school and community.

The general atmosphere was described in terms such as: "friendly," "warm," "open," "trusting," "supportive," "creative," "loving," "cooperative," "well-disciplined without being brow-beaten--more like self-discipline," "industrious," "happy," "loose and relaxed," and other similar expressions of the feelings and vibrations outsiders received when visiting the P.I.E. school.

Since this kind of atmosphere is supported by the related research as being conducive to learning it might be concluded that positive learning would most likely result.

A GENERAL DESCRIPTION OF THE P.I.E. SCHOOL AND COMMUNITY

The school involved in the People In Everything Program is one of the oldest schools in Arizona. Founded in the 1880's, it had been a small rural school up until 1970 when developers started putting up subdivisions. In the two years of the P.I.E. Program, the student enrollment went from 400 to over 1,000 with the faculty increasing nearly the same percentage.

During the two year period, construction, with its accompanying fences, trucks, noises, dangers, possible vandalism attractions, etc., covered 14 out of the 18 months the school was in session. The field and play areas were cut in half because of the construction.

This overcrowdedness also brought other problems and inconveniences such as the water well going dry, cesspool overflowing, power failures, use of stage and cafeteria for classes, shortage of school buses, etc., etc., etc.

The student population had been made up of 40% Anglo students with 60% Mexican-Americans. The caucasions were primarily children of the farmers, who raised cotton and cattle. The Mexican-Americans were field hands who worked for the farmers. The increase in enrollment brought significant changes in the racial and socio-economic backgrounds of the students. The student population during the P.I.E. years was approximately 60% Anglo and 20% Mexican-American, 10% Black, 10% Native Americans, Oriental, etc. The socio-economic level was basically $10-15,000 income range per family. A number of subdivisions were government subsidized. The educational level of the parents was around the 11th grade.

The school is of the basic eggcrate design and organized around the homeroom setup. Within that traditional pattern, during the P.I.E. years many types of instruction were tried, most of which proved successful. Some of these methods have been previously mentioned and some will be covered later.

Prior to the P.I.E. Program, the teachers ranked among the bottom three districts in the county and state in teacher's salaries and fringe benefits. The classified personnel such as custodians, bus drivers, cooks, secretaries, etc. had the lowest salaries and fringe benefits in the county and state.

As one may be able to discern, the school lacked support facilities and personnel, modern equipment, and was often short of supplies,

textbooks, etc. The teachers themselves, purchased materials for their classes, sent for free films, worked evenings and weekends on student activities while there was no extra pay for these extra hours or for other extra responsibilities such as coaching, club or organization sponsors, etc. With all this, nearly every teacher worked many extra hours on programs and class projects. During the P.I.E. years, there were approximately 20-30 student-centered clubs or organizations operating on all levels of the school. An activity program directed at students in grades 5-8 was sponsored by homeroom teachers during their free period to provide students with experiences in Art, Crafts, Drama, Public Speaking, Weight Lifiting, etc. The school had no special teachers except Band and P.E. and these areas were understaffed.

This magnifies the impact of the People In Everything philosophy. The fact that the teachers and all the school personnel gave so much in terms of extra effort, concern, time, money, etc. while receiving salaries and benefits lower than nearly every other school in the state indicates the motivational level associated with P.I.E. This giving of self at a time when teachers and education in general was being criticized for strikes, school shutdowns, poor teaching, etc. These teachers maintained an idealistic, humanistic approach toward education.

During this period, the teachers and classified personnel organized and in a positive, professional way, approached the board and the salaries were increased 20-30% in most categories. The teachers went to bat for the classified personnel and some changes may be forthcoming for those workers in the near future.

Considering the number of defeats the public has handed bond

elections, budget overrides, etc., it was quite unique that the parents began attending board meetings and speaking in support of the teachers and classified personnel. This aid was unsolicited on the part of the teachers.

Of interest to professors who prepare and advise student teachers was the total involvement of student teachers on committees, at board meetings and with other aspects of the school program.

Teachers, students, and parents working together to improve education for all. That is People In Everything. P.I.E. seemed to make the difference between a dull, drab school where everyone complained about everybody and everything to a school where everyone was too busy learning and enjoying the activities to waste time in a negative way.

THE PEOPLE IN EVERYTHING PROGRAM -- A SYSTEMATIC APPROACH TO ESTABLISHING A HUMANISTIC ENVIRONMENT IN A SCHOOL

Phase I -- The awareness by someone in the school or community that the human relations climate can be improved and that the educational program can be upgraded through a humanistic approach.

Phase II -- Someone in authority must agree that a need exists and seek solutions to improve the situation. This individual or group of individuals would contact the P.I.E. staff to implement the P.I.E. Program in their school.

Phase III

A. The P.I.E. staff holds planning sessions with the schools' administrators, staff and whenever possible some community leaders to assess the school's needs.

1. Human relations questionnaires administered:

   a. The P.I.E. questionnaire is given to students, teachers, custodians, etc. This was designed by the P.I.E. staff to provide a quick, individual and group perception of the human relations climate and practices at a school.

b. Halpin & Crofts Organizational Climate Description Questionnaire (OCDQ) is administered to teachers and parent leaders.

c. The Leader Behavior Description Questionnaire (LBDQ) to teachers and staff members.

2. The data obtained from the questionnaires is assessed and placed on file to be used in later evaluations. The results would also provide insight into prevailing conditions and offer direction for the future.

3. Establishment of a data base to be used to measure the impact of P.I.E.--such as attendance, test scores, grades, parent participation, etc. This will offer a comparison of the effectiveness of P.I.E.

B. Translate school needs into plans of action for both the school as a whole and those individuals in positions of leadership.

C. Provide the orientation sessions for teachers, school staff, community leaders, student leaders, etc.

1. These sessions will occur prior to the start of the regular school year. The sessions will be of two types:

a. Interpersonal relations sessions designed to develop rapport, understanding and cooperation among all people in the school, and

b. Work sessions designed to establish group and personal goals, plans of action, etc. and offer suggestions in order to come to some consensus regarding school organization and direction.

Phase IV -- Actual application of interpersonal human relations sessions.

A. The interpersonal relations sessions are organized for:

1. Small groups such as all the cooks, all the custodians, administrators, 5th grade teachers, P.T.A. officers, any small interest group within the school community.

2. Small mixed groups such as Faculty Committee, Primary Teachers, cooks and custodians and any small cross-grouping of people.

3. Large groups such as the whole faculty and staff, an 8th grade class, all classified personnel, room mothers, etc.

B. Examples of some of the small group interpersonal activities used are described below:

1. Individual perceptions -- used with groups of 4-6. Group members discuss qualities a person needs to be a good friend

or confidant. Efforts are made to examine consistent patterns of responses to provide examples of what is needed to relate positively with someone else. Helps with listening and peer relationships.

2. Positive statements -- used with groups of 4-6. Group members record 2 or 3 positive statements about themselves. Each member of the group then shares these statements with the group and the group responds positively to each individual statements--shares strengths in a positive atmosphere and builds self-concept and mutual understanding. It accentuates the positive.

3. How do you perceive me? -- Used with groups of 4-6. Each person makes a statement about himself without indicating whether it is true or false. Group members respond as to whether they feel the statement is true or false and why. This gives group members a chance to receive feedback while still maintaining safety because they do not respond to the statement.

4. Spotlight on the positive -- Done with partners. Each person talks about such things as two physical qualities they like about themselves, one talent they have, satisfying achievement, happy experience, etc. It helps individuals focus on the positive qualities about themselves and enables them to do it in a structured way to give and receive positive reinforcement.

C. Examples of some of the large group activities are:

1. Listening exercises
2. Non-verbal cues and perceivers
3. Valuing techniques
4. Group consensus techniques
5. "Human Bingo"
6. "Round Dance"

D. All of these activities are participated in voluntarily and no one is required to attend or to participate through the whole activity. The activities are structured to be non-threatening and non-controversial, and defensible educationally. All are positive and supportive in nature.

E. The entire adult population of teachers, student teachers, administrators, etc., are invited to participate. Following this exposure, any teacher or others who want to volunteer as leaders are given special individual and small group work so they can successfully facilitate these activities in their classrooms.

F. The last step related to these positive interaction activities is the scheduling of a master calendar of on-going exercises and workshops for the staff and other interested persons throughout the school year.

Phase V -- Actual application of staff and community work sessions.

A. During pre-school orientation week and as an on-going process thereafter each segment of the P.I.E. school works in small and large groups to develop individual, group, school, and community goals on a short and long-range basis. Establishing a basic humanistic philosophy, setting up groups and committees and developing a basic organizational structure are all a part of this first work session phase. The organizational structure and philosophy must be flexible in nature and tailored to the needs already established by the people involved.

B. Some of the suggested organizations and groups which have worked successfully in the People In Everything Program are presented in this section. It should be understood that not all facets of the organization nor all groups and committees can be set up at once. There must be a phasing into of many of the groups in a pattern predicated by the successful functioning of prior groups and organizations.

C. Because of limitations on length only the briefest description is possible. A more detailed description of the various areas is presented in the P.I.E. Booklet. The rationale for each committee is also included in the Booklet.

1. For Teachers

a. CTA and Related Committees -- CTA submits proposals through channels to administration and to school board.
b. Human Relations Committee -- Designed to have teachers work with teachers, administrators, parents and students to foster positive human relations practices. Helps evaluate school climate.
c. School Board Committee -- Representatives of teachers that attend Board meetings and keep teachers informed of Board actions and considerations.
d. Faculty Committee -- Elected representatives of teachers covering all grade levels and departments. Works directly with principal in on-going evaluation of school programs, policies, etc. Some activities include interviewing prospective teachers, evaluation of the principal using evaluation forms from each teacher, and as a sounding board for all new ideas from teachers, students, and principal.
e. Grade Level Chairmen -- Elected by grade level teachers, Help coordinate activities of each grade level.
f. Textbook Committee, Curriculum Evaluation Committee, Report Card Committee, etc. -- All encompassing umbrella of various groups operating during the school year in specific areas of the program.
g. Brainstorming Groups -- Selected by principal or volunteered for by teachers because of personal interest in specific areas of the school program. This committee functions with much creativity and imagination, anything goes.

h. Morale or Spirit Committee -- Volunteers organized to boost faculty and school morale by setting up faculty parties, picnics, family parties, picnics, family ball games, surprise events, Christmas and Valentines, etc.

2. For Classified Personnel

a. Staff Council -- Elected representatives from custodians, bus drivers, cafeteria workers, teachers aides, office staff, nurse, teachers, and principal.
b. Related CTA Committees
c. School Board Committee
d. Aide groups, bus driver groups, custodians groups, etc. -- Operates similar to grade level groups.

3. For Students

a. Student Council -- Traditionally the "student" organization in a school. In the P.I.E. school, the representatives can have impact if they want to. They turn in recommendations which are acted on. They can request the principal to attend their meetings and answer questions.
b. Brotherhood Council -- Originally called Interracial Council, the students felt a more positive term was Brotherhood. Representatives of all races in the school with the Student Council President a member also. This group is made up of 7th and 8th graders. Activities include human relation brainstorming with teachers, planning brotherhood and patriotic activities and conducting Brotherhood Week. Has had a definite influence on tenor of student body.
c. Athletic Council -- Organized to give students the opportunity of having input on the school athletic program.
d. Junior FTA (Future Teachers of America) -- Derived from student tutoring program. Sponsored by 8th grade teachers and made up of 8th grade students interested in helping teachers and perhaps considering teaching as a career.
e. National Junior Honor Society -- Designed as a service club for honor students. Works in many areas of the school performing service functions.
f. Various Clubs -- Science Club, Chess Club, Newspaper Club, Yearbook Club, Rocket Club, Arts & Crafts Club, Drama Club, Cheer & Pom Clubs, Pep Club, Band Council, P.E. Club, Teen Involvement, Etc. All clubs that serve to meet the special needs and interests of the students.
g. Homeroom Organizations -- Including class officers, various class committees such as bulletin board, scrapbook, room assignments, party, field trips, guest speakers, welcoming committee, etc. Teachers are encouraged to provide classroom opportunities for student involvement in school activities, especially for their own class.

4. For Parents

a. P.T.A. (Community Club) and related committees -- The P.T.A. is the traditional body for involving the parents in the school. In some schools, it is a viable group and in others it is not very successful. Some of the committees operating under the P.T.A. are: Phone Committee, Emergency Mothers, Car Pool and Field Trip Committee, Work Project Committee, Volunteer Teachers Aides and Reading Tutors, School Board Committee and others. All of these committees are designed to meet student-teacher needs or provide communication for parents and the school.

b. Citizens Advisory Committee -- Traditional grouping of district residents to aid in meeting specific needs such as new building needs, bond elections, etc. Should be an on-going group used as both a sounding board for educator initiated ideas and a brainstorming group for parent-citizen input of ideas to the school. Has as much impact as administration lets it have or its own leaders seek.

c. Human Relations Committee -- Formed not because of existing racial problems but to help foster brotherhood in the school and community. This group can be of assistance in projects such as Brotherhood Week, Guest Speakers, etc.

d. Neighborhood Meeting Committee -- Parents group set up to help organize small neighborhood meetings and teas at which principal and teachers and students can visit informally with parents in their own "territory."

e. Guest Speaker Committee -- Set up to help provide resource people from the community for the school.

f. Adult Athletic Teams -- Formed with the express purpose of helping adults form friendships and interact with teachers and principal. Composed of fathers, older brothers, interested adults, teachers and principal, these teams participated in team sports throughout the year.

g. Various Federal Title Project Parents Advisory Committees -- The school is legally responsible for setting up and conducting parent advisory committees which are supposed to evaluate and advise the school in their project areas.

D. These are just a few of the organizations and groups which can be established to develop a People In Everything approach to education in a school and community. The important consideration is how they function. Many schools and districts may have similar organizations already established. The true test is the actual measurable impact these groups have on educational program. Other things, such as methods for choosing members, common understanding of organizational purposes by everyone, true and democratic representation, are just a few of the ways of determining the actual human relations involvement of these groups.

The school, its people, and the organizations founded must operate on the belief that people can be trusted, respected and valued as a part of the team rather than as outsiders.

Phase VI -- Actual suggestions and setup of on-going programs, practices, ideas, etc. to be used throughout the year to reinforce the People In Everything Program of human relations in the school and community.

A. This phase involves presenting ideas and programs that have worked successfully in the P.I.E. school and in other schools. The rationale for each is discussed in the sessions with an eye to the possible application of that idea or program in the school involved.

B. The following list of activities and programs are presented as examples. They are not presented in any set order as a school or teacher can sequence them any way desired. Because of limitations on length detailed descriptions are not included but are contained in the P.I.E. Booklet. It is hoped that one can see how traditional ideas and programs can be extremely effective when used with the P.I.E. approach.

SOME ACTIVITIES AND IDEAS FOR INVOLVING PEOPLE IN POSITIVE WAYS IN THEIR SCHOOL

1. Parent Visitation Days -- special two week period during which parents spend a day attending classes with their students according to grade level. Detailed in the P.I.E. Booklet.
2. Brotherhood Week -- week during which the whole school teaches intergrated lessons on various cultures and countries with an eye toward brotherhood. Detailed in the P.I.E. Booklet.
3. National School Lunch Week
4. Parent Conferences
5. Traditional Open House
6. Parent Aide Programs -- Involvement of parents as teacher aides, riding school buses with younger students, reading tutors, kindergarten aides, and other areas of the school program.
7. Neighborhood Meetings -- Involvement of parents in planning and participating in neighborhood meetings throughout the community. Meetings are held at parents convenience and are informal in nature. Principal and teachers and at times students can attend.
8. Use of Surveys and Questionnaires
9. Printed Media -- Cafeteria Menus, District Calendars, Regular Bulletins and all informational releases from the school to parents. The School Newspaper and other student produced materials are also used to communicate and build involvement by keeping people informed. Parents and other community groups can have the use of these media in communicating throughout the district.
10. Field Trips -- can involve parents in ways beyond just transportation.
11. Work Projects -- have involved students, parents, teachers and principal.
12. Teacher Workshops -- Teachers have input in choice of resource people topics of workshops and all other aspects concerning them.
13. Evaluations -- in most schools, the administration evaluates teachers and, at times, other school personnel. At the P.I.E. school, each teacher evaluates the principal, submits the written form to the faculty committee which holds an evaluation conference

with the principal. This process along with the evaluation instrument was developed cooperatively by school team. Classified personnel also have opportunities for evaluation of the principal and the school program. Parents, through surveys, questionnaires and the evaluations of Parent Visitation Days also have viable ways of evaluating their school. Students are also given many opportunities for evaluating their school. We feel this type of trust and honesty actually helps evaluation become a positive way of improving our school.

14. Teacher Switch Day -- done on a volunteer basis. For one day, teachers switch assignments with 8th grade teachers taking kindergarten, etc.
15. Grub Day -- the Friday before each Tuesday Open House, we set aside a day for general room cleaning. Everyone--teachers and principal too--can wear grubby clothes.
16. Country-Western Day -- the Council is in charge of lunchtime games such as hay bale rolls, 3-leg and sack races, tug of war and other Western games.
17. Faculty Breakfasts -- faculty can come to school early once a month for a breakfast served in cafeteria by Student Council Members.
18. Long Recess
19. Christmas Tree Decorating and Carol Sing -- sponsored by Student Council. Each student can bring a decoration for the school tree and a canned good for needy families.
20. Teacher and Staff Socials
21. Staff Retreats -- taking the staff out of the school setting to work together on common concerns.
22. Counselling or Interaction Workshops
23. Teacher, Parent, Student Games -- Following the various athletic seasons, we schedule games where parents and teachers combine to play the kids in fun games.
24. All School Pep Assemblies
25. Classroom Intramurals
26. Lunchtime Ball Games -- we have encouraged impromptu teacher-principal participation in lunchtime ball games.
27. School Bus Togetherness
28. Outside Sack Lunches
29. Visitations for Student Leaders -- Student Council Officers, Brotherhood Council, etc., are taken by sponsors and principal to visit other elementary schools, high schools, colleges, etc.
30. Out of School Field Trips -- we encourage our teachers and club sponsors to take their kids on "fun" field trips on weekends or in the evenings.
31. First Names and Levity Activities -- we try to encourage the use of first names for all adults in the school.
32. Thank You Notes -- principal writes personal thank-you notes to any teacher, staff member, parent, student or anyone who has done him a personal service or helped the school in any way. He praises people for efforts and accomplishments and tries to be aware of what everyone has done. Teachers and students are also encouraged to share "thank-yous" with each other and others. We have had surprise thank you parties for the cooks and bus drivers and letters to parents. All of this helps show appreciation for others. Something schools seem to forget to do.

33. Snooper and Weekly Bulletin -- our weekly bulletin is our staff informational bulletin.
34. Classroom Suggestion Boxes and Scrapbooks
35. Public Recognition -- the principal does as much as possible to help teachers, students and others receive awards and recognition for their efforts.
36. Principal Visits Classrooms -- on a regular schedule, the principal visits each classroom for informal rap sessions with students.
37. Personalized Classrooms and Offices -- Teachers and principal bring in mementos, collections, photos of family and set up a special corner that reflects what their interests and hobbies are.
38. Community Walks and Trips.
39. 3-Way Conference -- Involving parent, teacher and child in a conference on the student and his progress and needs.
40. Sunshine Calls -- Teachers and principal phone parents to compliment them on their child's efforts and accomplishments.
41. Classroom Interaction and Involvement Activities -- Teachers are encouraged to develop classroom exercises designed to help interaction and togetherness of the class. Along with this the use of classroom meetings which encourage a free flow of discussion.
42. Inviting Graduates Back -- Maintaining contact with graduating students or students who have transferred to other schools.
43. Personalized Study Halls -- Using study halls for personal interests and hobbies. Students can bring engines, chess sets, books, etc., to work on during regular study halls.
44. Credit Classes for Teachers, Parents, Etc.
45. Personal Leave and Professional Released Time for Visitations.
46. Birthday Parties and Surprise Parties -- We encourage and help students have parties for teachers and give presents to teachers and others.
47. Faculty Meetings held off school grounds.
48. Workshops held off school grounds.
49. Students serve teachers for lunch.
50. Husband and Wife or girlfriend attend dances and dance together.
51. Cross Grade and Interdepartmental Planning Teams.
52. Buddy System -- One teacher familiar with the system sponsors a new teacher. Teachers become "buddies" for the year and help each other out, cover classes, run dittoes, etc.
53. T.G.I.F. get togethers.
54. Secret Santa and Careful Cupid -- Pick names and during week write positive notes to person picked.
55. Sadie Hawkins Day -- Greased pig races at lunch. Faculty participates.
56. Color Days -- During which faculty staff and students wear something green on green day, etc. Game days are school color days.
57. Monthly Service Projects -- Each class has a service project around the school that they take pride in doing.
58. Training Council for Parents.
59. Occupational Counselling for Teachers and Staff -- Concerns future goals in education obtaining information, investigates school related hobbies, etc.
60. Inter-School and Intra-School Visitations by Teachers, Staff and Students.

61. High School Coordination by Uppergrade Teachers.
62. Use of Summer Bulletins to staff to spread the news about what everyone is doing.
63. Student Movie Making or Slide Presentation -- On years activities history of school, of community, etc.
64. Grandparents Day to honor all grandparents of students.
65. Thank You Days -- Various classes sponsor surprise parties during lunch or activity period to honor groups such as cooks, bus drivers, room mothers, etc., who deserve some praise.
66. Pot Luck Luncheon.
67. Faculty Fund Raising -- For worthy projects staff members, including principal, volunteer for pie throw, sponge toss, to raise money during lunch time.
68. Principal - Chef for a Day -- Prepares meal for entire staff with help of Student Council.
69. Backwards Day -- Different shoe day, hat day, etc.
70. Annual Trips for Staff -- on weekends, to Grand Canyon, etc. Use of school bus.
71. Mending Moms or Performing Moms -- Volunteer Moms who mend Library Books, put on classroom skits., etc.

There are many more ideas and activities that could be shared, however, these should provide a start for most schools. People In Everything encourages and trains school personnel in brainstorming techniques so that teachers, students, parents and administrators can come up with their own unique ideas especially for their school and community.

The creation of a humanistic atmosphere in a school does not involve all fun and games. In fact, each activity and program is educationally defensible and most are coordinated with classroom lessons. The activities are not all done each, but offer ideas which can be used every few years.

A more detailed description of all activities is contained in the People In Everything Booklet.

Phase VII -- This phase involves the evaluation of the year's program. It includes any program modifications necessary. The evaluation and subsequent modification are part of a complete recycling system for the whole program. Because of the built-in evaluation component based on the predictors and information previously discussed, the People In Everything Program can be viewed as an on-going, changing program of human relations.

CONCLUSION

Several studies have indicated that the ten qualities of outstanding teachers are:

1. A sense of mission -- they want to have an impact and make a significant contribution.

2. They can establish mutually satisfying relationships.
3. They have the ability to see the student as an individual and to perceive his individual needs.
4. They possess the ability to listen.
5. Empathy -- the ability to put themselves in another's place with understanding.
6. They find enjoyment and personal fulfillment in the success of others.
7. They are constantly seeking ideas to improve their individual situations, and the school as a whole.
8. They are innovators and they are creative people.
9. They inspire, stimulate and involve students in the learning process.
10. They are objective and they set goals and move in an organized way to accomplish these goals.

People In Everything offers teachers, parents, students, and everyone involved with the school, a down to earth, easily understood, easily applied program for their individual needs or school. It is a process through which people examine what exists in their school, what is possible and how to improve the human relations and learning program. It is a philosophy as well as a program that actually produced resul s. The proof is in the P.I.E.

It is well to remember that in education and human relations, there are no panaceas, just promising ideas and proven practices, both of which involve a realistic outlook and much, much hard work.

The P.I.E. Program and all its related activities, organizations and suggested ideas may not apply to every school. It is not proposed as the ultimate cure-all for a school's human relations climate, only a sharing of ideas that did seem to work at one school.

If we can stress one thing, it would be that each school should try to foster the kind of positive creative atmosphere where good things can happen. Where committees and organizations and groups can develop and receive the authority and freedom along with the responsibility for carrying out the programs they propose. Where

activities for learning, socially, through fun, or by pure research, can blossom in an atmosphere of mutual trust and respect. Where each individual student, custodian, bus driver, librarian, teacher and administrator can believe that they can "change" or at least affect the system. That their ideas will be heard, discussed and oft-times acted upon. Where people can interact with understanding, patience, compassion and the belief that as human beings they are worthy of respect. Where students can come to school with happy faces which don't wear off as the school day wears on.

If these things can happen, with or without P.I.E. then hope still has a place in the American schools.

"Patience, walks with steady tread
Faith, with uplifted eyes,
But Hope, tiptoeing on ahead,
Sees first the sun arise.

Isla Richardson

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